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ABSTRACT

Volume 2, Numbers 1 and 2 of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural education and Small Schools) newsletter focus on the status of CRESS and innovations in the small rural school. Issue Number 1 discusses the status of the Clearinghouse at the end of 3 months into the second year of operation. A 14-item bibliography of documents submitted into the ERIC system by CRESS is included. These documents pertain to American Indian education, bilingualism, curriculum improvement and innovation, and teaching English to non-English speakers. The article "Innovation in the Small Rural School" is given in issue Number 2. This article briefly identifies what some small rural schools are attempting. Nineteen documents submitted by CRESS into the ERIC system are cited. These documents focus on such innovations in the small rural school as shared services, flexible scheduling, and individualized instruction. (NQ)

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THE RETRIEVER

Clearinghouse on Rural Education and Small Schools

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Volume II, No. 1 September 1967

AN OPEN LETTER TO THE EDUCATIONAL COMMUNITY

OUR PRESENT STATUS

Three months into the second year of operation we at the Clearinghouse have accomplished most of the outlined goals as we strive for the ultimate in service to you. At the present time a broad selection of documents is acquired and additional items arrive daily. Two major and several minor bibliographies are completed. Our daily routine includes visitors seeking advice in all aspects of education. It must be noted that teachers are our most interested patrons. This is gratifying, as the Clearinghouse personnel feel that they can provide a great service to the small school teachers whose professional literature resources are sometimes quite limited. Our daily mail brings requests from all of the states and many foreign lands. Though still limited in the capability of retrieval, requests are processed on a "first come, first served" basis. If you are in this area please drop in and pay us a visit.

WE NEED HELP!!!!!!!

As the stream of documents continues to flow into the Clearinghouse it becomes quite apparent that many voids exist in subject coverage. It is felt that many of these areas have quality writings that must be made available. The CRESS responsibility is to make available to the educator those reports, papers, conference notes, speeches, etc., that fall into the following categories: (a) Research, demonstration, and other descriptive materials on curriculum having particular relevance to, and usefulness in, the rural or small school setting. (b) Ethnic, cultural, social or economic information foundational to understanding and identifying needs in rural schooling. (c) Indian education. (d) Education of agricultural migrants. (e) Territorial schools.

We realize that many documents may seem pertinent only to your local situation but allow us to judge their relevance. Our supply of documents is growing but your contributions could cause an avalanche we would welcome. It is only through a mutual exchange of information that your Clearinghouse can serve everyone promptly. If you have completed any research which might be pertinent, or if you know of documents which you feel should be in the system, please send us two copies of the documents or advise us how they may be obtained. We must have the author's name, date of publication, place of publication and publisher.

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RC 008600

THE RETRIEVER is a publication of the ERIC Clearinghouse on Rural Education and Small Schools. The Clearinghouse is located at New Mexico State University, P.O. Box 3AP, Las Cruces, New Mexico,88001.

Staff: Director, Alfred M. Potts, 2d; Assistant Directors, Edgar B. Charles (Subject Specialist) and D. Carroll Hall (Systems Specialist); Assistant--Operations, W. A. Nygard; Senior Abstractor, Charlotte Loomis. Research Associates: Ellis Scott, Stanley Frame, Jack Swicegood, John Munson, Betty R. Rios and James Howell. Secretaries: Pauline Terry and Alice Ortega.

QUESTIONS???????????

One of the problems which faces us as we try to answer your information requests is the manner in which the requests are phrased. Please remember that the more specific your request is the more specific our reply can be. For example, some actual requests we have received include the following:

"I am a VISTA worker in the mountains of _____. Send me something to help me in my holler."

"Send me your information about small school and rural education."

"I am graduating from _____ University in 'Big City' in June, and have never been away from home. I want to help rural people so I have accepted a job on the Navajo Reservation in the fall. If you think there is anything I should know, please send me the information."

The impossibility of providing adequate replies to these questions must be evident to every reader. On the other hand specific requests that we have received have been framed in the following manner:

"What information do you have on teaching arithmetic to fifth grade students in a remote rural school in the southwest?"

"What publications do you have by Rosalie Wax?"

"What information can you supply about students' attitudes in rural schools?"

"What material is available from your Clearinghouse in the area of educational facilities for migrant children in the Southeast?"

Questions of this nature permit us to serve you better, and there is no limit to the number of questions you may ask. It would be far better to send a dozen specific questions than one very broad one. So, send your questions in. As completely as document storage permits and as rapidly as possible, we shall identify for you the location of the information you seek.

PROFESSIONALLY SPEAKING

A funny thing happened to me the other day. A staff member poked his head in my office door and exclaimed,"The DJF for that descriptor on ED 131303 is back from NAA, but the MF went through B and H processing. What'll we do?" Well, that was a most unusual situation, but, to my colleague's amazement I leaned back and rolled a peal of laughter. "What's so funny?" he queried irately. Sure, I knew what he meant. But here was a very real example of how professionals become strictured, sometimes narrow in the view of laymen. So I explained to my educator friend, "Now I know why Charlie Hanson was so concerned about his 4th grade class the other day. He worked hard for an entire period trying to create understanding in his children on one little idea. You know why he failed? Charlie communicates his ideas in professional jargon. The kids just couldn't follow him!"

"Well," says my friend, "it sure is convenient for us to use acronyms and such!"

"Yeah," I replied,"but don't carry too much of it home with you. You'll soon be alienated from your wife, kids and neighbors."

"Do believe you're right," he mumbled as he ambled away wagging his head. And I caught his last drifting self-deprecation, "And I'm a teacher, too!"

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INDIAN EDUCATION

RC 000 112
WAX, R. H. *Oglala Sioux Dropouts and Their Problems with Educators*. Lawrence, Kansas: University of Kansas, 24 pgs.

ERIC/CRESS 9/67

YOU NEED RESEARCH IN EDUCATION! RIE is published monthly as a catalog listing the best current documents acquired by the eighteen clearinghouses in the ERIC system. A resume of each report is entered and instruction provided for individual acquisition of the material in hard copy or micro-fiche. This publication is a must for teachers, administrators, research specialists, and others in the educational community. A sample resume and a subscription form are shown for your convenience.

Resume Form

ED 010 744 RC 000 682
Bilingualism--A Problem or an Asset.
By Knowlton, Clark S. Pub Date 8 Dec 65

Edrs Price MF--$0.09 HC--$0.52 13 p.

Descriptors--**Bilingualism, *English (second language), Cultural Background, Cultural Factors, Learning Difficulties, New Mexico Schools, Non-English Speaking, Spanish, Texas Schools.*

The author discusses the problems rather than the assets associated with bilingualism in New Mexico and Texas schools. He states that many Spanish-speaking students do not learn because the schools are biased against them in the following ways: (1) the low taxing ability of the community provides only for ill-staffed and ill-equipped schools, (2) the students cannot learn other subject matter, as expected, before they master English, and (3) Spanish-speaking children learn to regard their native language and culture as inferior to that of the Anglo-Americans. The author concludes that the schools should teach these students in their native language while they are mastering English, to enable them to learn other subject matter earlier and develop an appreciation of their native language and culture. He suggests that creative synthesis of the Southwest cultures will produce classrooms in which the fullest potential of the Anglo-American, Mexican-American, and Indian cultures will be attained. This is a speech prepared for delivery to the meeting of staff and faculty of Anthony School District (Anthony, New Mexico, December 8, 1965). (CL).

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RC 000 150
SIZEMORE, M. *Developing a Curriculum for Indian Children.* Alamosa, Colorado: The Center for Cultural Studies, Adams State College, 1964, 140 pgs.

RC 000 151
GREENBURG, G. M. and GREENBURG, N. C. *Education of the American Indian in Today's World.* Tucson, Arizona: College of Education, University of Arizona, 1964, 86 pgs.

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ARTICHOKER, J. *Indians of South Dakota.* Pierre, South Dakota: Indian Education Division, Dept. of Public Instruction, 1956, 100 pgs.

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CURRICULUM IMPROVEMENT AND INNOVATION

RC 000 253
BARTLETT, H. (et al.). *Multiple Classes-Learning in Small Groups.* Albany, New York: Catskill Area Project in Small School Design, 1961, 36 pgs.

RC 000 255
SUMPTION, M. R. *The Problem of the Small High School.* Urbana, Illinois: University of Illinois, 1958, 10 pgs.

RC 000 769
PELLEGRIN, J. *Bloomington Base Three Plan for Small High School Curriculum Development.* Bloomington, Wisconsin: Bloomington Community Schools, 1966, 14 pgs.

RC 000 894
DOBER, V. *So You Want to Start a Centralized Elementary Library!* Charleston, West Virginia State Department of Education, 36 pgs

RC 000 900
MORNINGSTAR, N. *The Aspen Continuous Progress Plan.* Denver: Colorado State Dept. of Education, 1964, 33 pgs.

RC 000 991
LACY, G. N. and BROWN, R. *English Humanities Media Guide, CUE.* Albany, New York; University of New York, State Department of Education, 1965, 220 pgs.

RC 000 249
FORD, P. (et al.). *Remote High Schools; The Realities.* Portland, Oregon: Northwest Regional Educational Laboratory, 1967, 73 pgs.

TEACHING ENGLISH TO NON-ENGLISH SPEAKERS

RC 000 045
BLOSSOM, Grace and WEBB, Mary M. *Opening the Door: The Teaching of English as a Second Language.* Sacramento: California State Department of Education, 1963, 9 pgs.

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FOR TEACHERS ONLY

In your daily work there is a constant relationship with innovative procedures and change in the art of teaching. At present there are thousands of Small School teachers in the United States, all struggling with similar problems. Through our Clearinghouse you may exchange your approaches to solving these problems by contributing papers, reports, and other media which would be useful to your fellow workers. The Clearinghouse in turn will make available on an individual basis the material we gather through use of bibliographies, abstracts, micro-fiche or hard copy upon your request. Take an inventory today on changes you have incorporated in the past seven years and submit the results of any studies you may have completed. It is this type of fugitive material in the hands of the practitioner that will contribute to the success of CRESS services. Our ability to respond to your inquiries is limited only by the capabilities inherent in the contributed materials. The educational pot of stew is being prepared. What ingredient will you provide?

"POTPOURRI"

The Clearinghouse enjoyed a visit by Harvey Marron, Chief of ERIC, during August. The exchange of information will prove most beneficial in future operations.

Two groups of Brazilian educators presently at the University of Wisconsin will be here for two-day programs in October and November.

As of this issue THE RETRIEVER will appear in a minimum of eight issues each year. Your opinions and suggestions are earnestly solicited for incorporation in later issues.

Do not forget the Department of Rural Education meeting at Oklahoma City, October 1--4. We shall see you there.

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THE RETRIEVER

Clearinghouse on Rural Education and Small Schools

ERIC

Volume II, No. 2 October 1967

INNOVATION IN THE SMALL RURAL SCHOOL

EDGAR B. CHARLES
ASSISTANT DIRECTOR-SUBJECT SPECIALIST

The fact of smallness gives the necessarily remote rural school advantages that may aid in overcoming handicaps. Two outstanding advantages possessed by the rural school are opportunity for individualized attention to the student and for flexibility in programming. Not being automatic results of smallness or of rurality, these must be carefully cultivated. The potential is there for the using. This article focuses attention on what some small schools are attempting.

The best known of the collective effort programs of the contemporary period include:

The Catskill Area Project in Small School Design (Oneonta, New York)
The Oregon Small Schools Project (Salem, Oregon)
The Rural School Improvement Project (Berea College, Kentucky)
The Texas Small Schools Project (Texas Education Agency, Austin)
The Upper Midwest Small Schools Project (University of North Dakota)
The Upper Susquehanna Valley Project (Bucknell University, Pennsylvania)
Western States Small School Project (New Mexico, Colorado, Arizona, Utah, and Nevada)

These projects have attempted demonstration of innovative ideas in many areas. Their scheduling innovations, however, may be the best known. Scheduling for the learner's advantage appears as a major goal of all efforts. Traditional rigidity is abandoned. Various devices have been tried, including block of time scheduling. This involves revision of class periods to time modules that may vary from thirty to one hundred-twenty minutes each. Modules may be manipulated by the number per day or vary from day to day. Some classes may have multiple meetings one day and skip other days. Rotation of class periods and floating periods have been tried. No one system will work equally well in every school. Each school can experiment to determine what variations will fit best the needs of its particular situation. No one plan should be expected to remain a practice without another revision of the innovation.

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Out of the scheduling experimentation, there has been stimulation to develop other practices. Team teaching has become important; particularly in cross-discipline teams, where the total team skill will be greater than that of any one instructor. Teacher aides have been utilized, with variable resultant estimates of worth.

Multiple class teaching is an innovation which has been particularly successful. This technique permits a teacher to offer two or more related subjects concurrently. When well managed, it provides great opportunity to encourage individual development.

The practice of developing and utilizing shared services is expanding. Though not always applicable in every remote rural school situation, for many it provides excellent opportunities for enrichment of program or services. Many types of sharing have been practiced with success: equipment and facilities, teachers, specialists for various uses, and even sharing the more able students.

The small school is particularly suited for continuous progress programs, sometimes referred to as non-graded programs, in which demonstrations have successfully involved such practices as work-study programs (also called cooperative trades training), programed learning, supervised correspondence instruction, complete high school courses on film, use of the tape recorder, amplified long distance telephone lecture, questions and discussion between college campuses and several schools, and new types of reporting student progress to parents.

In most innovative programs, the teacher assumes a larger role in management, as organizer, coordinator, consultant, tutor, and a source of learning resources. Teaching in innovative programs probably requires greater imagination and initiative than it does in traditional programs. Initiatory leadership by well-prepared, dedicated teachers will provide opportunities to create outstanding learning situations in the small rural school.

Only the beginnings are identified in the above article. ERIC/CRESS can provide detailed accounts of many trials that have been tried--some accepted, some rejected. If you have other information or have tried anything innovative in your school, please send the accounts to CRESS. Through sharing experiences and working together, we can advance the quality of rural education.

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JESSER, D. L. and STUTZ, R. C. (eds.). *Scheduling for Flexibility in Small Schools*. Salt Lake City: Western States Small Schools Project, 1966. 22p.

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RC 000 832
STUTZ, R.C. *Career Selection Education for Students Attending Small Isolated Schools*. Salt Lake City: Western States Small Schools Project, 1967. 29p.

RC 000 866
LOOMIS, C. *How I Did It, Cuisenaire Daily Calendar of a Primary One Teacher*. University City, Missouri: School District of University City, 1965. 54p.

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MOSS, M. *A Plan for Individualized Instruction in Spelling for Junior High.* Denver: Colorado State Department of Education, 1964. 18p.

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CUSHMAN, M. L. *The Role of School District Reorganization in Improving Rural Education.* Washington, D. C.: National Committee for Children and Youth, 1963. 17p.

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SEGERSTROM, H. G. and others. *Science for Children K-3.* Albany:University of the State of New York and the State Department of Education, 1965. 140p.

RC 001 214
_____. *Science for Children 4-6.* Albany: University of the State of New York and the State Department of Education, 1965. 168p.

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"POTPOURRI"

James Eller of Central ERIC paid us a visit during the month. Many areas of Clearinghouse operations were discussed and a healthy exchange of opinions occurred. These visits are invaluable in formulating our policy and providing guidance.

The first group of Brazilian educators visited the Clearinghouse in October accompanied by Dr. Cummings of the University of Wisconsin. They expressed a keen interest in the use of microfiche from a financial standpoint in their area where available text books and written materials are extremely limited.

RC 001 217
OVARD, G. F. *A Model for Developing an Individualized,Continuous Progress Curriculum Unit Emphasizing Concepts and Behavioral Objectives.* Denver: Rocky Mountain Education Laboratory. 23p.

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DENNIS, D. M. and MARRIAGE, B. M. *Camping Education in New Mexico.* Silver City: Western New Mexico University, 1965. 42p.